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AUTHOR Czarra, Fred
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ABSTRACT

An outline of procedures is presented for those considering the introduction of global perspectives into the school curriculum. Global education should be defined and criteria established. The curriculum development process then involves identification of objectives, grade levels, and subject areas where global education will be taught, of teachers who will be involved, and of resources to be used. The implementation process that follows includes budgeting of time, money, and personnel, as well as the establishment of a model program and teacher workshops. Two approaches to implementation are suggested: (1) the course of study may replace or act as an option to a world course already used; (2) global education may be infused into existing courses. The success of the program depends upon how well the global education curriculum relates to the established skills being taught in the school system. A bibliography and list of global education organizations are included. (BY)

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Global Perspectives In Education, Inc.
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IMPLEMENTING GLOBAL PERSPECTIVES INTO LOCAL SCHOOL DISTRICTS

A paper presented at The National Conference on Professional Priorities: Shaping The Future of Global Education

Easton, Maryland
May 19-22, 1982

Sponsored by Global Perspectives in Education, Inc.

For more information on the material presented in this paper, please contact the author:

Fred Czarra
4314 Cross Country Drive
Ellicott City, MD 21043
(301) 465-7450

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Implementing Global Perspectives Into Local School Districts

A Paper Presented to the
National Conference on Professional Priorities:
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The Tidewater Inn
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by

Fred Czarra

Purpose

The purpose of this paper is to state some opportunities and their concurrent problems in introducing a global perspective into local school curricula, as well as resources which can help make the task easier, to show local school systems how to plan, organize, and implement a global perspective, and to identify needs of local school systems that can be satisfied by the total community of global educators.

It is hoped that this paper will promote questions and will in turn stimulate thinking about a comprehensive set of opportunities, priorities, needs and problems faced by local school districts which want to increase global awareness among their citizens.

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I. INTRODUCTION

If there is a moment of truth in any educational endeavor it is that time when the theory, units, lessons and activities of a curriculum come face to face with the local school system which will implement them. This moment is especially critical when the curriculum is not considered a part of the standard school offerings or is perceived as something new that is to be added to that which is currently taught.

Global education faces these challenging moments across the United States in both large and small school systems and in urban, suburban and rural areas. What are some of the opportunities and problems that educators face in attempting to introduce a global perspective? What resources are available to assist those who are interested in implementing a global education program? Furthermore, once the school district staff has accepted the idea of teaching a global perspective, how should priorities be arranged and implementation procedures be established? As school districts set their goals and procedures and look toward implementation what type of help can they accept from other professionals in global education? Finally you have an opportunity to list your suggestions for setting up global education programs.

II. OPPORTUNITIES AND PROBLEMS IN INTRODUCING A GLOBAL PERSPECTIVE IN LOCAL SCHOOL DISTRICTS

Historically global education has been introduced into a school system or school in one of three ways. First, a member of the school community acting either as a parent, community group or citizen will write or make a presentation to a school board, staff member of the school district or to a parent-school group such as the PTA. Secondly, a national or regional organization or group of citizens representing a global issue or point of view will attempt to contact the school system either from the outside through letters or presentations to the Board of Education or the Superintendent of Schools or through initial contact with a staff member. Third, a staff member within the school system is either interested in or committed to introducing a global perspective and tries to find the best way to accomplish that task.

All of these groups in their efforts to teach a global perspective face common opportunities and problems. Among these are:

A. Defining Global Education

Defining a global perspective for fellow educators as well as for other citizens is of paramount importance. Starting a curriculum or a series of lessons at a grade level without a definition of global education and an explanation of its relationship to the present curriculum is an invitation to failure. People at each level of involvement or interest in what is being taught deserve a precise definition stated simply and clearly. This means school board members, parents, administrators at the central office,

principals, teachers and students must understand what global education is all about. Additionally, the attitudes of the public and educators can be so diverse that you will find that global education must be defined in many different ways to meet the needs of those with different curriculum interests. A "Back to Basics" advocate must be shown how global education is an integral part of specific reading and math skills while a "world history" defender must be shown specific objectives and strategies that will globalize world history.

Care must be made to insure that global education is not a fad that will pass out of the memory of educators and other citizens once another new fad emerges. Think long and carefully about how global education can be defined and woven into your curriculum.

In defining global education be sure to demonstrate the fact that children can learn about the world while learning about their home, community, state and nation. Here, "thinking globally, acting locally" is more than a catch phrase. It is a way of saying that children can learn about and perceive a larger world which will help give meaning to their everyday life.

While the question of defining a global perspective is being raised there is yet another task that must be accomplished before a curriculum building process can begin. This task is the establishing of criteria. Criteria are the standards by which a curriculum will be judged or evaluated. There should be criteria for content, attitudes or values and for teaching strategies. They should be

well thought out and revised yearly by a group of students, parents, other citizens and educators. Here a criteria for content might be "to avoid indoctrination toward specific beliefs and values" while an attitude criteria might state "to contribute to an unbiased understanding of the civilizations of the world."

In finding help in defining a global perspective look to works such as Robert Hanvy, An Attainable Global Perspective, 1979, David King, Education for a World in Change, 1976, Lee Anderson, Schooling and Citizenship in a Global Age, 1979, James Becker (ed.) Schooling For a Global Age, 1979 and H. Thomas Collins and Sally Banks Zakariza, Getting Started in Global Education, 1982.

B. Curriculum Development, Teaching and Learning

"What shall I be and where should I be?" asks the global curriculum. The idea of what should be the content focus and at what grade levels are persistent curriculum questions but are even more important when a new perspective such as global education is introduced. However, once you define global education and establish criteria you have a significant start on the process. Next you should consider the following. Is the curriculum to be taught throughout the school district in each school? Or is the curriculum to be only at certain grade levels? Only in certain schools? Only taught by certain teachers? Should the curriculum be required or should it be an elective? If required, does it replace a course that is presently taught? If an elective what are its standards and what chance does it have of being selected?

Should a global curriculum be infused into the present curriculum? Should a new curriculum be created? If a global perspective is infused should it be done in one course of study such as social studies or should it be a part of many courses of study such as reading, language arts, science, math and foreign language? If a new curriculum is develcped how can global education be made a part of the total school program? Can a whole school have a global focus such as an International High School or a focus in the elementary school that might divide the school into different regions of the world. Ideally a total school program is better as is an interdisciplinary curriculum because of their breadth and depth but such comprehensive and detailed programs may not be for everyone.

The first step on the road to globalizing a curriculum is to identify the objectives for a curriculum design and then to place these objectives at particular grade levels. It would be most useful if the present objectives could be re-written with a global perspective rather than creating new objectives. However, there are some objectives in global education that must stand alone. By establishing your objectives within the curriculum you can avoid the problem of being classified as a short term project that gets initial support and is then dropped from the curriculum.

Good objectives writing also establishes an intellectual respectability for global education as an integral part of what is to be learned. Any curriculum evaluation that is done will automatically include a global perspective because the objectives are

part of the standard curriculum. Also avoided is the problem that all new curriculum areas face, namely, there is not room for a new course of study.

A second opportunity found in curriculum development is to determine the curriculum subject areas where global education can play a part. In point of fact a global perspective is possible in all of the subject areas taught in schools, however, in a more traditional mode global education is related to social studies and it is in this polygot of disciplines (history, anthropology, geography, sociology, economics, psychology) where it is most at home. In the elementary social studies program, even a traditional approach such as the "spiral/expanding environments" can be given a global perspective. Studying family, tradition and neighborhood through a global lens would stress the human needs and daily lives of people on earth.

At the secondary level U.S. history can be infused with a global point of view by stressing how American history has been the adventure of many cultural groups in a new land. We are one nation-many peoples and all of our citizens, especially new non nationals and new citizens from Asia and Latin America need to understand this.

What part in teaching a global perspective can language arts, foreign languages, art, music, science and mathematics play? Do other subject specialists and their teachers see the need for a global perspective in their curriculum? If so how can it be accomplished? Is there a possibility of teaching interdisciplinary

courses, units or activities between one or more subjects? Every contact made between one subject area and another with a global link established by common objectives, teaching strategies, content and evaluation is a step toward globalizing the total curriculum.

Some links between subject areas are easier than others. Social studies, foreign language and literature are natural linkages while art, music, home economics and mathematics may require only occasional connections with global objectives.

Thirdly, establish a curriculum development process. Ask questions such as: Who should be involved in curriculum development? Should only teachers and subject specialists write the curriculum? Should students, principals, other administrators, parents and other citizens be involved in curriculum development? How would each of these groups be involved and at what stages in the curriculum process? Look to the strengths you already have. Identify people who want to help, organize them and write a plan for curriculum development.

Finally, organize teaching materials and resources. Know that although many curriculum ideas in global education do not require textbooks or supplementary books and audio/visual materials the problem remains that many school districts mandate a written source to serve as a basic text for their students; lesson plans and printed activities are not enough. This means that you must find the best textual materials available and correlate them as best you can to the objectives and teaching strategies found in your curriculum guides. If possible use as many supplementary materials as you can

to make up for the absence of textbooks. Be sure that all of the materials are evaluated according to the criteria set up by your school system. If public display of textbooks and supplementary books are required by your district then you may have to wait a year to use the materials.

In the last decade global education has made a great impact on the curriculum of many schools in a number of states. In a 1979 book Schooling For a Global Age (McGraw Hill) that he edited, Jim Becker and a group of authors outline some theoretical proposals for a global education as well as ideas on some specific courses of study that are taking place. Also in 1979 Lee Anderson published a work entitled Schooling and Citizenship in a Global Age (Social Studies Development Center of Indiana University) which sets up an extensive rationale for global education and then links that theoretical base to citizenship competencies. In Chapter 11 he outlines some examples of instructional materials that present a "global perspective."

Over the last few years there has been Federal support for global education through NDEA Title VI, Section 603 funds. The 603 program supported some elementary and secondary curriculum writing and training programs across the United States. A listing of these projects plus other resources in global education can be found in The Global Yellow Pages (Global Perspectives in Education, 1981) or by writing to Global Perspectives in Education at 218 East 18th Street, New York 10003 for a list of the grant awards in 1980 and 1981.

As you examine these resources as well as others you will find that some organizations may be very much related to what you are doing and can be helpful in meeting your goals.

C. The Training of Teachers

Staff development is vital to the success of any global education program. How can the teachers be trained? Should staff development be tied to curriculum development? Can they be done at the same time? Will you be able to get funding for the training of teachers? Can funding for staff development be found through sources outside the school system? Is staff development to be done subject by subject or is this too time consuming an approach? However if global education can be used as a connecting link between subject areas teacher training workshops can be consolidated to save the school district money. If a "Your Community and the World" unit of study for 5th graders can demonstrate the teaching of mathematical, language arts and reading skills for that grade level then there is a better chance of getting funding to train the teachers in such interdisciplinary efforts. Additionally, teaching children the basic facts about their community, state and nation through a global lens is a strong argument for curriculum development.

Since staff development/teacher training is the subject of another paper at this conference it will be touched only lightly in this paper. However it should be recognized as one of the most significant parts of the teaching/learning process. With a staff development program preceding, as part of, or following curriculum

development, teaching and learning are more effective. Without staff development curriculum efforts falter in a short period of time after they are introduced or are not even acknowledged by those who teach.

However, even if there is a staff development program teachers may leave the school system to teach in ancther district or to resign from teaching. This is still only part of the problem for many teachers, after working on a course of study for a few years, will change their schedule and teach an entirely new course which many times is an elective in the senior high school. Finding support to train the teachers who replace those that teach new courses as well as to introduce a global perspective into the electives being taught is a constant problem.

Staff development requires constant sources of funding as well as a variety of experiences. Global educators must look more and more beyond educational institutions to the larger communities for both resource people and funding.

For resources in staff development contact organizations that have done much of the training of teachers as well as coordinating teacher training efforts in and between local school districts. Some of these organizations are: The Mid America Center for Global Perspectives in Education at Indiana University, The Center for Teaching International Relations at the University of Denver, The San Francisco Bay Area Global Education Program, Las Palomas de Taos, New Mexico, Stanford University Program on International and Cross Cultural Education, The World Affairs Council of

Philadelphia plus many outreach programs of colleges and universities all of which can be found in The Global Yellow Pages (1981). Additionally, Global Perspectives in Education has published a Global Perspectives Education Consultant Resource Directory listing state by state and subject by subject people who are available to train others. Also see Directory of Resources for Cultural and Education Exchanges and International Communication (1979) compiled by the U.S. International Communications Agency.

Other useful written works related to staff development would include Workshop Workbook: Helps, Hints, How To's (1979) by H. Thomas Collins and Global Perspectives: Some Questions and Answers by Robert Hanvey (1977).

D. To Learn From and With Your Community

Before you begin a global education program look at the total community that shapes and is shaped by your school district. First of all examine the community of educators to find out who might be supportive. Look at both the Central Office staff as well as to each school, its teachers and principal for support. Who are the parents that are educational leaders? Can they be of help? Are any school board members interested? Can you speak freely to them or must you contact the superintendent first? Consider the political leaders in your community as well as people who are in business or industry that seem to have an interest in education. Look to service organizations that have international links. How may they be of help? Consider the racial and ethnic background

of different areas of your community no matter how long these people have been citizens of the United States. In sum, contact as many interested community members as possible, arrange a time for all of them to meet, prepare an agenda and start the process of globalizing your curriculum.

Each community and its school district have some links to the world. They may only be globally linked by the origins of foods in a grocery store or they may be the home base of a multi-national corporation. Community resource gathering touches all citizens, but especially teachers and students who are able to expand their learning out of school into the practical world. Identify the people, places, events and things in your community that may have a link with other areas of the world, then write up a series of questions about those possible links. The last question of this series should ask how that person, place, event or thing can help children learn about the world. Some suggestions for involving schools and communities might be:

1 - Do a local community resources workshop involving educators, students, other citizens and organizations. The goal: To see how all groups can help each other. If you feel your community is diverse enough do an international community resources workshop which would stress a particular area of the world and give the participants greater knowledge and understanding of life and work in the area studied. Look at community resources workshops as both a source of information (people, places, events and things) to

enrich the school curriculum and as a cultural experience where people can learn about each other and from each other.

2 - Write simple curriculum lessons on "Your Community and the World." Stress how the community is linked economically, socially, politically and geographically with other areas of the world. Stress the similarities among people, the facts that bring us together. Use the lessons with students, teachers, administrators, parents and other citizens.

3 - Stress the learning of basic economic concepts and facts and show how these are related to global needs and concerns as well as how local business is linked to the world. Suggest international exchanges among businesses in your area. Identify business people to serve as resource people for both teacher training and classroom learning.

4 - When students are visiting your schools from other nations or when foreign teachers are involved in an exchange program in your community, contact them and involve them in community workshops as resources, ask them to teach classes in the schools or to lead community or school study groups that focus on issues that affect all of our lives. Go beyond the idea of foreign visitors as strangers and ask the students and teachers to share their knowledge and values with students, citizens and community. Stress a "global perspective" which must include all points of view on a topic, not just our point of view.

5 - Try to find summer jobs for teachers in the community with companies that have international ties. Arrange international travel for teachers and students so they can share their experiences with other cultures. Arrange to have summer courses at a local college or university for foreign teachers so that your local teachers can attend the same courses and exchange ideas and perspectives. Ask teachers to host foreign visitors in their home.

6 - Look for resources where you can find them. Go to the office of the State Department of Education subject specialists, contact national organizations that teach a global perspective, identify groups that stress foreign student and teacher exchanges. Find out where the resources are and use those which are most helpful to you.

7 - Since many global education activities are action oriented it is especially important that some time and effort be put into publicity about what you are doing. Writing short articles and taking pictures of educators, children, and other citizens working together is helpful in developing a successful global program. Keep the awareness at a high level and stress the constant promotion of global activities in the schools.

For information about global education and the community see Global Education Through Local Eyes: Experience With a Community Based Approach to Global Education (1980) by Richard Remy and Robert Woyach of Ohio State University and also at Ohio State Chadwick Alger's Liberating Publics to Perceive, Evaluate and Control

the International Dimensions of Their Daily Lives (undated). Also by Alger with David Hoover, You and Your Community in the World (1978). Finally, Global Education and the States: Some Observations, Some Programs, and Some Suggestions (1978) by H. Thomas Collins.

III. PROCEDURES FOR LOCAL SCHOOL DISTRICTS WHICH PLAN TO IMPLEMENT A GLOBAL PERSPECTIVE

Any school district which is interested in establishing global education programs should consider the following procedures before budget and after budget.

A. Budget Procedures

1 - Define Global Education, outline goals and objectives and then organize educators, students, parents and other citizens to embellish those goals and objectives and to write new ones.

2 - Involve key personnel in the school system (board members, superintendent, director of curriculum, subject area specialists, principals and teachers) in determining how global education is to be a part of a K-12 curriculum either in one curriculum area such as social studies or in many curriculum areas such as social studies, language arts, foreign languages, music, science, and mathematics.

3 - Establish a time line for refining and evaluating objectives, writing teaching strategies, and identifying content.

4 - Determine a plan for staff development to mesh with the curriculum development timeline.

5 - Write a budget to include both curriculum development and staff development costs. Determine how these requests can be made a part of the budgetary process.

6 - Write a tentative/approximate budget for the purchase of written and audio-visual materials of instruction.

7 - Establish criteria for the selection of global education materials of instruction or if criteria already exists in social studies and other curricula areas work toward the inclusion of a global perspective in these criteria.

8 - Identify community groups and businesses and tell them of your plans. Enlist their support for the funding of the budget that is being requested. State your needs clearly and accept any offers of help that come your way.

9 - Continue to enlist support from all areas of the school district. Get assistance from state and national groups as needed.

10 - Try to establish a model program in your school district before a total program is budgeted. Identify a few basic objectives and some teachers, and principals and their schools that might be interested in a model unit or a series of lessons and activities as a field test. Arrange for permission and meetings to start the teaching-learning process. When the teachers begin teaching offer your support and as students engage in activities try to write these up for the local newspapers or TV and radio stations. A lot of effort in public relations will help with the budgeting process.

B. Post Budget Procedures

1 - Once the budget is approved bring back the original committees that met on your global plan. Review the objectives and time line to see if there are any needed changes.

2 - After a review of the objectives and time line plan to advertise the curriculum development and/or staff development workshops to the teachers. Be sure all teachers are invited to participate but also establish criterion for the selection of teachers which may help in selecting quality people. Decide what students, other educators, community people and organizations should be involved in both the curriculum development and staff development process.

3 - Set up procedures for the selection of teachers and other educators, students and community and then notify them of the particulars about the workshop.

4 - Purchase or get sample copies of books, audio visual materials and other curriculum guides for use in the workshop. Be sure that a process is set up to evaluate each item according to your criteria.

5 - Set up the calendar and daily schedules for the workshop and review them with your committee. Be sure to involve the administrators and teachers who were involved in the model project which you began in the pre-budget process.

6 - During the workshop spend a great deal of time interacting with groups and arranging for groups to meet with each other to refine what they have written. Select key people who are most

interested in teaching the new curriculum when it is completed.

7 - Set up a system for the curriculum to be implemented. Arrange for key teachers, administrators and citizens to be the leaders in respective schools. Determine when and how this is to be done.

8 - Once the curriculum is in place in the schools be sure that it is monitored by both formal and informal observation and by the use of evaluation instruments given to teachers, students, parents.

9 - Continue to observe and monitor the program arranging for publicity at different schools whenever possible and stressing the school and student involvement with the local community.

10 - Gather all the evaluation data, analyze and report the findings to the superintendent and school board. Announce and publish the finding simply and clearly to the community.

IV. WHAT LOCAL SCHOOL DISTRICTS SHOULD EXPECT FROM THE GLOBAL EDUCATION COMMUNITY OF PROFESSIONALS

1. Help Us Establish Model Courses of Study

There are two basic approaches to implementing global education curriculum in the local school system. One approach is to institute a course of study to either replace or act as an option to a "world" course already in place in the curriculum. We need some models as to how a year's course of study can be organized taking into account what basic facts and concepts are historically part of that course yet giving such courses a global perspective.

A second approach is to "globalize," or infuse global education into already existing courses. Although there are many activities and lessons already published through a variety of projects they need to be sorted, structured and made available to school systems who can then "fit" them into traditional courses of study.

2. Help Us Relate Global Concepts and Objectives to Skills That School Systems Require

Aside from helping with the writing of model courses of study and lessons and activities to be infused there is one significant fact that must be accomplished in order to have a successful global program.

Global educators must identify basic skill patterns in social studies, language arts, reading, math and science at each grade level K-12 and use these skills lists as a basis for developing global education curriculum. There is enough agreement among curriculum developers and publishers as to what skills should be taught at what levels in the schools.

Global education must relate these objectives and concepts to the skills being taught in most school districts if they are to achieve success in promoting their point of view.

3. Help Us Work Toward the Institutionalization of Global Education in the School and Community

Although a great deal of work has been done in making global education an organizational word in many national organizations and in some state departments of education there is a great deal of work left to do. Among others we must work toward:

+ Getting global education objectives in state and local social studies publications.

+ Getting a global perspective in textbooks, supplementary books, current events materials and audio visual resources.

+ Getting more scholars in colleges and universities involved by demonstrating how they can teach, research and publish their work with a global perspective.

+ Stress global education in community colleges as civic preparation for the future.

+ Developing communication with state legislators, business and industry to stress global interdependence and the importance of global influences such as the use of international trade zones for local economic development.

+ Find ways to get more teachers and administrators into the network so they feel that they are a part of global education. Stress working toward common goals and involvement activities.

+ Establish procedures for linking networks of people who are developing a global perspective.

4. Help Us Continue the Flow of Ideas and Content About a Global Perspective by:

+ Defining the language of global education.

+ Demonstrating links between different subject areas and a global perspective.

+ Showing how concepts can be related to many subject areas as organizers for teaching.

+ Keeping us up to date on content and issues and relating the content and issues to larger questions of a global nature.

5. Link American Values to Global Values by:

+ Determining value statements in the goals and objectives of state and local school systems and demonstrating how a global perspective is part of these values.

+ Stressing the values needed in the future as the world becomes more dependent on its many parts.

+ Stressing our common goals with other subject areas and institutions in the public and private sector. Empathy plus cooperation leads to success for all.

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VI. ORGANIZATIONS

Global Perspectives in Education
218 East 18th St.
New York, N.Y. 10003

Las Palomas de Taos
P.O. Box 3194
Taos, N.M. 87571

Mid America Center for Global
Perspectives in Education
Indiana University
513 North Park
Bloomington, In. 47405

The Center for Teaching International
Relations
University of Denver
Graduate School of International Studies
Denver, Co. 80208

Stanford Program on International and
Cross Cultural Education
Room 200
Lou Henry Hoover Bldg.
Stanford University
Stanford, Ca. 94305

World Affairs Council of Philadelphia
13th and Market Sts.
Philadelphia, Pa. 19107

Name_____

IMPLEMENTING GLOBAL PERSPECTIVES INTO
LOCAL SCHOOL DISTRICTS

Your Suggestions

I. Opportunities Problems

II. Suggested procedures for local school districts to follow in implementing a global perspective.

III. What local school districts should expect from the global education community.

IV. Resources and programs to assist local school districts in implementing a global perspective.